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ABSTRACT

This book presents 14 papers which discuss contemporary issues of curriculum change and instructional effectiveness in higher education primarily from a British perspective. Papers address curriculum purpose, curriculum delivery, and curriculum impact on the wider society. In addition, the book covers experiential learning, skills and training, competence and outcomes, assessment, student control over learning, the quality of teaching and learning, curriculum theory, and the institutional context. Following an editor's introduction, papers and their authors are as follows: "Institutional Values and Teaching Quality" (Graham Badley); "Reflection Through Action: Peer Tutoring as Service Learning" (Sinclair Goodlad and John Hughes); "Promoting Learning" (Malcolm Frazer); "An Action-Focus Curriculum for the Interpersonal Professions" (Roger Ellis); "The Law Teachers' Dilemma" (Diana Tribe and A. J. Tribe); "Developing the Knowledge Base: A Process Perspective on Professional Education" (Michael Eraut); "The Humanities: From Ivory Tower to Market Place?" (Elisabeth Lillie); "Experiential Learning as Learning to Effect" (Norman Evans); "Improving the Quality of Student Learning Through Course Design" (Graham Gibbs); "Credit Accumulation and Transfer and the Student Experience" (Gaie Davidson); "Creating Capability for Change in Higher Education: The RSA Initiative" (Susan Weil); and "Learning Through Enterprise: The Enterprise in Higher Education Initiative" (Peter Wright). Contains an index. (GLR)

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